



# 17th ASEF Classroom Network (#ASEFClassNet17)

*Learning about AI and Learning with AI*  
Hybrid Project (Virtual & Manila, Philippines) | Apr to Nov 2024

## Project Report

### ABOUT THE PROJECT

The ASEF Classroom Network Project (ASEFClassNet) connects teachers, teacher trainers, and academics working at the secondary & vocational education sector from Asian & European countries through two programme tracks:

- **School Collaboration:** For teachers and school leaders
- **Faculty Collaboration:** For teacher trainers, academic experts, and researchers.

The 17<sup>th</sup> edition of the ASEFClassNet project, ASEFClassNet17, focused on **“Learning about AI and Learning with AI”** and took place in a hybrid format from April to November 2024. The programme consisted of various capacity building activities in 3 different phases that included self-learning, peer-to-peer learning and action learning opportunities with collaborative elements and an on-site conference in Manila, Philippines.

### KEY OBJECTIVES

The key objectives of the ASEFClassNet17 project were to:



#### ENHANCE KNOWLEDGE

Enhance understanding of digital transformation of education and the disruptive Artificial Intelligence trend



#### ENCOURAGE INNOVATION

Participants to work with peers in diverse groups, play their role in leading education innovation on AI&ED



#### ENABLE NETWORKING & COLLABORATION

Enhance understanding of digital transformation of education and the disruptive Artificial Intelligence trend



#### CONTRIBUTE TO THE FIELD OF AI&ED through OER

Through enabling teachers to create Innovative Teaching Practices (ITPs) that will become Open Education Resources (OER).



#### EMPOWER TEACHERS & TEACHER TRAINERS

Create an Asia-Europe community for exchanges on secondary school education and cultivate the innovation spirit to future-proof pedagogy

### TOPIC

Building up on the ASEFClassNet16 project the **17<sup>th</sup> edition of the ASEF Classroom Network (ASEFClassNet17)** focused on the topic **“Learning about AI and Learning with AI.”**

- **Learning about AI:** involves incorporating AI education into curricula to equip students with the knowledge and skills necessary to understand, utilise, and contribute to the evolving field of AI, including AI Literacy, AI Ethics, AI Industry, Skills needed for understanding AI etc.
- **Learning with AI:** Learning with AI refers to the integration of AI technologies into educational practices to enhance the learning experience. It focuses on building knowledge and understanding to critically evaluate the relevant use of AI and issues that concern the use of AI such as purpose, pedagogy, privacy, security, and ethics

To learn more about the topic, you may read the **full concept note** [here](#).

### KEY FACTS

#### Key Programme Elements

- **Self-Learning**  
April – May 2024 [Virtual]
- **Peer-to-Peer Learning**  
June – August 2024 [Virtual]
- **Action Learning**  
September – November 2024 [Virtual]
- **Conference**  
11-15 November 2024  
[Manila, Philippines]

#### Participants

**330** [ 252 school and 34 faculty collaboration participants; 40 Mentors, 4 Advisors]

#### Resource Persons

**29** resource persons including Speakers and Workshop Facilitators

#### Key Outcomes

- **50** Innovative Teaching Practices (ITP) on AI&ED by **School Collaboration** Participants
- **5** Collaborative Project Proposals on AI&ED by **Faculty Collaboration** Participants
- **6** Innovation Awards to Outstanding ITPs and Projects



**PROGRAMME STRUCTURE**

The ASEFClassNet17 was organised in a hybrid format: an **8-months long online programme** and a **4-days long onsite conference in Manila, the Philippines**, with 3 phases for both School and Faculty Collaboration tracks.

The programme phases are:

**Phase 1 | Virtual Knowledge & Capacity Building**  
April-July 2024, Online

- **Self-Learning:** Participants learned from and interacted with experts on the thematic/technical areas to build relevant knowledge on AI&ED to improve their knowledge.
- **Team/Peer-to-Peer Learning:** Based on the knowledge School Collaboration participants acquired in the self-learning phase, they exchanged ideas and critically reflect on the topic in teams. To take participants’ pedagogical skills to the next level they also collaboratively work and learned from each other by actively designing Innovative Teaching Practices on AI&ED. The Faculty Collaboration participants emerged in a cross-faculty dialogues by sharing the AI&ED status of their institution to learn from each other as well as understand the current gap AI&ED in the context of their institution and country.
- **Action Learning:** Participants further strengthened their knowledge and pedagogical skills by putting their knowledge into action. While School Collaboration participants implemented their designed Innovative Teaching Practices (ITP) in their schools, the Faculty Collaboration participants designed research proposals on AI&ED.

**Phase 2 | ASEFClassNet17 Conference**  
11-15 November 2024, Manila, The Philippines

- The on-site conference brought the outstanding participants of both tracks together in Manila, Philippines. The conference was organised in partnership with Philippine Normal University (PNU), The Association of Southeast Asian Teacher Education Network (AsTEN), UNESCO associated International Research Center for AI (IRCAI), Open Education for Better World (OE4BW) and EdTech Market Place Asia.

**Phase 3 – School Collaboration ITP & Faculty Collaboration in Action Project Implementation**  
Ongoing over 2025, Online

- After the conference, School Collaboration participants will start implementing their Innovative Teaching Practices (ITPs) and showcase their progress at the end of the year.

To learn more about the ASEFClassNet17 programme check: Overall Programme Page [\(Link\)](#) Faculty Collaboration [\(link\)](#) and School Collaboration [\(link\)](#).

**HIGHLIGHTS & KEY STATISTICS**



**330 Participants**  
& Resource Persons throughout the 3 phases



**1 Report with 10,000+ Online Engagement**  
Featuring teachers’ views from 43 Asian & European Countries



**8-months long programme**  
of participant engagement



**55 Collaboration Activities**  
50 Innovative Teaching Practices (ITP) & 5 Project Collaborations



**2,962,789 viewers**  
Social media reach



**8,000+ users**  
Unique website visitors



**100% would highly recommend**  
ASEFClassNet to their peers & colleagues to participate in the future editions

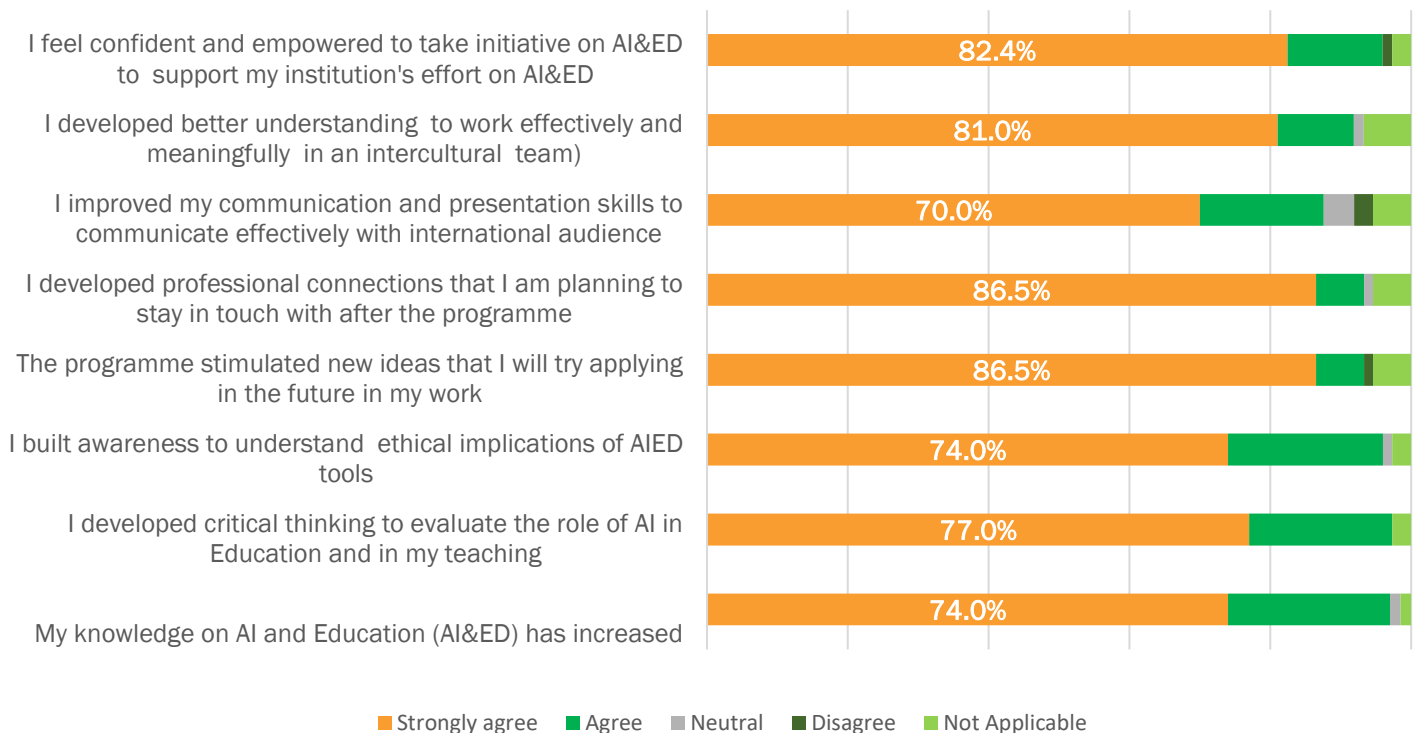


**OUTCOMES AND IMPACT**

**100%** of the participants filled up the conference feedback survey. In their feedback they indicated that the ASEFClassNet17 Conference was successful in achieving the following objectives:

- 100% BENEFITED & ENHANCED THEIR KNOWLEDGE ON AI&ED**  
of participants indicated that the conference was beneficial for them, and they have built knowledge and understanding on the project topic.
- 100% WANTS TO STAY IN CONTACT WITH THEIR PEERS & EXPERTS**  
Of participants build connections with peers from across Asia and Europe and they highly value the connections made during the project. They and want to stay connected for future activities.
- 100% WANTS TO TAKE PART IN FUTURE PROJECT WITH ASEF**  
Of participants stated that they would want to join future projects with ASEF to further enhance their skills and knowledge and wants to stay connected to ASEF.
- 99% RATED THE ON-SITE CONFERENCE HIGHLY**  
of participants rated the conference highly and found it to be highly relevant and useful.
- 89% WILL CARRY-OUT SPIN-OFF ACTIVITIES**  
of participants shared that they are excited about carrying-out international spin-off activities (e.g., virtual exchange, research projects, workshops) with their peers.
- 81% WOULD LIKE TO TAKE UP A HIGHER ROLE IN FUTURE PROJECTS**  
of participants expressed their interest to take up higher role in future projects to give back to the ASEFClassNet community based on the knowledge and skills they built.

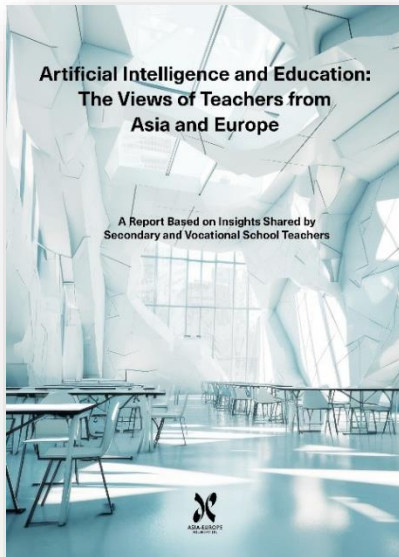
**Participants' Professional Development in Different Areas**





## PUBLICATION ON AI&ED

The survey report *“Asian and European Teachers’ Perspectives on AI and Education”* is based on the outcomes of the ASEFClassNet17 Open Call survey on AI and Education (AI&ED) conducted between March – May 2024 where 458 educators from 42 Countries (20 Asian and 22 European countries) shared their perspectives on various aspects of AI&ED.



This report aims to serve as a tool to inform relevant secondary education stakeholders about how teachers view the role of AI in education and what they think about AI literacy, and their fears and hopes.

The report consists of seven chapters:

- Chapter 1 – Introduction
- Chapter 2 – Methodology and Thematic Introduction
- Chapter 3 – Approaches to Artificial Intelligence (AI) and AI and Education (AI&ED) across Asia and Europe
- Chapter 4 – The ASEFClassNET17 Survey Respondents
- Chapter 5 – Survey Findings (Closed Questions)
- Chapter 6 – Survey Findings (Open Questions)
- Chapter 7 – Conclusion

You can [read the full report here](#).

## FEEDBACK FROM PARTICIPANTS



“One of the most empowering insights I gained was viewing AI as a tool to enhance, not replace, traditional teaching. The emphasis on pedagogy before technology resonated deeply with me and reinforced the idea that the human element in education—teachers, students, and the learning environment—must remain central. This approach has inspired me to confidently integrate AI tools into my own teaching practices while ensuring that they align with and support my educational values. The experience reinforced my belief that technology, when used responsibly, can create more engaging and inclusive learning experiences for all students.”

**Ms Elena Camelia Mereuta, Teacher, Colegiul National "Al. I. Cuza" Romania**



“I appreciated how organised and thoughtful the ASEFClassNet17 conference was. One of the most rewarding aspects of the conference was the broad network of educators and academics I gained from across the globe. It was invaluable to connect with them. While sharing insights from our ITPs, we discussed the cultural, political and social influences shaping the use of AI in their classrooms. Despite the numerous differences between our educational contexts, it was so empowering to realise how passion, curiosity and enthusiasm unite us. All the educators I connected with were highly motivated to do what is best of their students and wanted to best prepare their students for lifelong success.”

**Ms Vanessa Riley, Teacher, Point Cook Senior Secondary College, Australia**



“It is a refreshing experience interacting and working with colleagues from different countries and culture and to learn about their innovative ideas. I am pleasantly surprised to meet many teachers from my own country and neighboring countries and to get to know them better.”

**Dr Seng Chee Tan, National Institute of Education (NIE), Singapore**



“The ASEFClassNet17 Conference showed me how powerful it is when educators from different cultures work together to solve shared challenges. It inspired me to bring more global ideas into my teaching and connect with others to improve education for all.”

**Ms Claudia Muellauer, Teacher, International Highschool Herzogberg, Austria**

## FOR MORE INFORMATION

Please visit the ASEFClassNet17 Project websites and conference highlight video:

- [Overall ASEFClassNet17 webpage](#)
- [ASEFClassNet17 School Collaboration webpage](#)
- [ASEFClassNet17 Faculty Collaboration webpage](#)
- [ASEFClassNet17 Conference Highlight Video](#)



### Co-Organised by



**ASIA-EUROPE  
FOUNDATION**

The **Asia-Europe Foundation (ASEF)** is an intergovernmental not-for-profit organisation founded in 1997 and located in Singapore. ASEF promotes understanding, strengthens relationships and facilitates cooperation among the people, institutions and organisations of Asia and Europe. ASEF enhances dialogue, enables exchanges and encourages collaboration across the thematic areas of culture, education, governance, sustainable development, economy, public health and media. For more information, please visit the [www.ASEF.org](http://www.ASEF.org).



**The Philippine Normal University (PNU)**, established in 1901, is the National Center for Teacher Education (NCTE) by virtue of Republic Act 9647. As the leading public teacher education institution in the Philippines, PNU offers undergraduate and graduate degrees, as well as teacher training programs for both local and international students. It has campuses in Manila, North Luzon, South Luzon, Visayas, and Mindanao. PNU's leadership and strategic roles locally and internationally include being the Lead Shepherd of the National Network of Normal Schools (3NS), the Founding Chair and Permanent Secretariat of the Association of Southeast Asian Teacher Education Network (AsTEN) and designated as the GCED Cooperation Centre in the Philippines by UNESCO APCIEU. As NCTE, PNU is mandated to provide inputs to education policies of the country in the areas of curriculum and instruction, and research and development. For more information, please visit <https://www.pnu.edu.ph/>.



**The Association of Southeast Asian Teacher Education Network (AsTEN)** is an entity associated with ASEAN and a network of premier and leading Teacher Education Institutions (TEIs) of the countries in the ASEAN. The goal of the association is to address issues, challenges, and concerns relevant to teacher education programs, practices, and policies in the ASEAN Region. It also serves as a vehicle for collaboration in both academic and research endeavours within and across member institutions that will ultimately benefit the ASEAN nations and peoples. For more information, please visit <https://www.asten1.org/>.



The **International Research Centre on Artificial Intelligence (IRCAI)** under the auspices of **UNESCO** is a dedicated scientific network, committed to “bridge both artificial intelligence and sustainable development” ensuring via any available means be it research, policy, or technology, that the public is the main beneficiary of our actions. We’ve built an international and inclusive environment where collaboration is encouraged, and learning is shared freely. With a particular focus on equity, inclusion and diversity, we develop insights, frameworks and tools to help both us and the broader AI community create AI that represents the diversity and development concerns of people across the world. For more information, please visit the <https://ircai.org/>



**Open Educational Resources (OER)** refer to freely accessible educational materials that are openly licensed to allow for their use, adaptation, and redistribution by educators and learners. These resources can encompass a wide range of content types, including textbooks, lecture notes, quizzes, videos, interactive simulations, and more. The term Open Educational Resources was coined at UNESCO's 2002 Forum on Open Courseware as “teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions”. OER include free materials and courses at all levels of formal as well as lifelong learning processes. For more information, please visit <https://oe4bw.org/>



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**Visual Concept**

The “Fortune Teller” has gone by a variety of names across cultures, for example cootie catcher, salt cellars or paku-paku. It used to be a popular paper game and was even played to get answers about the future. The player had 2 moves and 4 choices to come to one of 8 possible pictures or messages about the future. Times have changed. From human imagination and “Fortunes Tellers”, we have shifted to creative human minds and “Artificial Intelligence (AI)” to foresee the future. 2 moves, 4 choices and 8 scenarios have now become 1s, 0s and millions of possibilities. Which moves and choices do we make out of these millions to design our sustainable future - in the midst of an ongoing public health & education crisis as well as the transformation of education through technology?

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